DOCUMENT RESUME

ED 311 554 EA 021 325

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TITLE The Audit of Principal Effectiveness: Instrumentation for Principalship Research. A Research Project Report.
PUB DATE Jan 88
NOTE 26p.; For related documents, see EA 021 323-324.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160) -- Statistical Data (110)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Administrator Effectiveness; *Administrator Evaluation; Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; *Leadership Qualities; National Surveys; *Principals; Research Design; Research Methodology; Teacher Administrator Relationship
IDENTIFIERS *Audit of Principal Effectiveness

ABSTRACT

Using the literature and research on principal effectiveness as a foundation, the Audit of Principal Effectiveness was developed. Initially, 162 items forming 12 theoretical factors describing effective principal behavior were identified and sorted into two documents. The documents, each containing 81 items, were mailed to a total of 3,660 teachers (equally distributed among seven United States geographic regions) for evaluation regarding the degree to which each item was descriptive of an effective administrator skill. Based on responses, the documents were shortened to contain 55 items each; this format was used between 1985 and 1986. Although accurately descriptive of necessary effective principal skills, the completion of two documents proved too time consuming and cumbersome. Another random sample of teachers (3,300) was mailed documents for evaluation. The resulting second refinement yielded one form divided into three principal areas of skill, with nine associated factors, and 80 items. This instrument, currently in use, includes the domains of: (1) organizational development containing the factors of organizational direction, linkage, and procedures; (2) organizational environment containing the factors of teacher and student relations, and interactive and affective processes; and (3) the educational program containing the factors of instructional and curricular improvement. (15 references) (KM)

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THE AUDIT OF PRINCIPAL EFFECTIVENESS: INSTRUMENTATION FOR PRINCIPALSHIP RESEARCH

A Research Project Report

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January, 1988

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EA 021 325

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THE AUDIT OF PRINCIPAL EFFECTIVENESS:

INSTRUMENTATION FOR PRINCIPALSHIP RESEARCH

The Audit of Principal Effectiveness was designed to provide useful feedback to principals about their administrative skills and serve as a valid, reliable instrument for principalship research. The purpose of this manuscript is to provide appropriate background information about the Audit of Principal Effectiveness for researchers who might be considering studies of building level administrators. To accomplish this purpose, a brief review of some of the literature and research which formed the theorectical basis for the instrument and a description of the development and refinement of the instrument are presented.

The Educational Research Service staff, Directed by Glen Robinson, recently published a booklet[1] describing the school effectiveness research of the late 1970's and early-to-mid-1980's. In the booklet, Robinson characterized "elements common to effective schooling." The first element discussed was building leadership. "A school's effectiveness in the promotion of student learning was found to be the product of a building-wide, unified effort which depended upon the exercise of leadership. Most often research depicted the building principal as the key person providing leadership to the school."[2] Robinson listed and discussed the following characteristics

of the principals of more effective schools.

Principals of more effective schools:

- o are assertive instructional leaders
- o are goal and task oriented
- o are well organized
- o convey high expectations for students and staff
- o define and communicate policies effectively
- o visit classrooms frequently
- o are visible and available to students and staff
- o provide strong support to teachers
- o are adept at parent and community relations[3]

Throughout the "school effects" literature, the principal's leadership has been documented as a key in the success of the school. The writings of Austin,[4] Edmonds,[5] Mackenzie,[6] Purkey and Smith,[7] Rutter[8] and numerous other scholars who have studied the effective schooling literature document the significance of effective leadership in an effective school setting. Sweeney synthesized the research on effective leadership in effective schools by stating: "Clearly, implications are that school effectiveness is enhanced by principals who emphasize achievement, set instructional strategies, provide an orderly school atmosphere, frequently evaluate pupil progress, coordinate instructional programs and support teachers."[9]

In addition to the effective schooling research, studies of principal skills during recent years have provided valuable insight into effective principal behavior. Rogus noted that effective principals:

- o stated school goals and objectives for the year
- o developed consensus among the faculty around school goals

and behavior expectations
- o monitored progress toward school goals
- o monitored and provided feedback about teacher performance
- o ensured that the building environment is orderly and quiet without being repressive
- o ensured that departments are vital subgroups
- o provided support for staff inservice
- o provided time for teachers to plan together
- o established high expectations for teacher and student performance
- o maintained strong involvement with the instructional program
- o knew what was happening in the classroom
- o assumed personal responsibility for the achievement of school objectives[10]

Persell and Cookson reviewed more than seventy-five research studies and reports on principal effectiveness. From that review they indicated that effective principals:

- o demonstrated a commitment to academic goals
- o created a climate of high expectations
- o functioned as an instructional leader
- o were a forceful and dynamic leader
- o consulted effectively with others
- o created order and discipline
- o marshalled resources
- o used time well
- o evaluated results[11]

The listings of Rogus, and Persell and Cookson were typical of the numerous manuscripts of the early 1980's which identified specific principal behaviors impacting on school effectiveness. A national study by Keefe, Clark, Nickerson and Valentine produced more general findings. They identified and visited fifty effective middle level schools and their principals in 1982. They summarized their two-year study with the following comments about the functions and skills of effective middle level principals.

The effective principals:

- o worked an average of 62 hours per week
- o placed high value on the significance of their jobs
- o were given significant autonomy
- o communicated effectively with teachers, parents and students
- o viewed good school climate in terms of effective teacher-principal relationships
- o preferred one-to-one contacts and small group meetings to full scale faculty meetings
- o were the primary agents of change in their schools[12]

With assistance from the American Psychological Association, Hersey formulated the NASSP Principal Assessment Process, a plan to assist school districts in the identification and development of future building leaders. A three year validity study of the process and skill dimensions from 1979-1981 reinforced the importance of the skills assessed during the process.[13] Of particular note to this discussion of principal effectiveness are the administrative, interpersonal and communication skill dimensions. Those nine dimensions are summarized below.

1. Problem Analysis--the ability to seek relevant data and analyze complex data to determine the important elements of a problem situation.

2. Judgment--the ability to reach logical conclusions and make high quality decisions based upon available information.

3. Organizational Ability--the ability to plan, schedule and control the work of others and use available resources in an optimum fashion.

4. Decisiveness--the ability to recognize when a decision is required and act accordingly.

5. Leadership--the ability to work with others to effectively accomplish organizational tasks.

6. Sensitivity--the ability to perceive the needs, concerns and

problems of others and work effectively with others regardless of background or emotions.

7. Stress Tolerance--the ability to perform under pressure.

8. Oral Communication--the ability to make clear, oral presentations of facts and ideas.

9. Written Communication--the ability to express ideas clearly in writing to varied audiences.[14]

DEVELOPMENT OF THE INITIAL INSTRUMENT

Using the literature and research of principal effectiveness as a foundation, the authors developed and refined the Audit of Principal Effectiveness. Throughout this process, several assumptions and decisions were followed as "operational guidelines." Following is a listing and brief discussion of those guidelines.

1. The instrument items evolved from the literature and research of effective administration and effective schooling. Significant research, similar to the studies summarized in the previous section of this article, were reviewed. Specific administrative behaviors described in the studies were listed, categorized and documented.

2. Teachers formed the perceptive base for validation of the instrument and the data base for item and factor analysis. Teachers were selected because they work more closely with principals than any other professional group. Their perceptions are critical to the well-being of the school organization and are, collectively, the most accurate perceptions.

3. A national sample proportioned by seven regions of the United States and by grade levels of elementary, junior high/middle and high school served as the basis for data collection. The national sample and the grade level sample eliminated disproportionate sampling by region or job responsibility.

4. An instrument which could be completed by teachers in twenty to thirty minutes was desired. This dictated a total length of between 60 and 100 items describing effective principal behavior.

5. All items were analyzed using item analysis and factor analysis

statistical methodology. Stringent requirements would be placed on the inclusion of an item, including the desire to use only those items with factor loadings of .40 or greater and not utilize an item that loaded on more than one factor unless the highest loading was .15 greater than the next highest loading.

6. The statistical factors were pragmatically interpretable. If the factors which surfaced as most statistically reliable were not logically interpretable, the concept of developing a usable instrument would have to be discarded entirely or a new set of items would have to be generated from the literature and new data would have to be collected using the new items.

Operating within these six guidelines, 162 items describing effective principal behavior as found in the literature were identified. These items formed 12 theoretical constructs. Because of the time required to complete an instrument of 162 items, the constructs and their associated items were sorted into two forms of the instrument for the purpose of data collection. Form A contained five constructs and 81 items; Form B, seven constructs and 81 items. Listed below is a summary of the major concepts in each construct and the number of items associated with that construct.

Form A

Affective Congruence--The principal promotes the development of common attitudes among members of the organization. Positive attitudes, positive morale, sensitivity, feelings of belonging, pride, loyalty and appropriate educational values form this construct.

Affective Involvement--The principal seeks opinions and feeling of members of the organization. Teachers are comfortable discussing professional problems with the principal.

Directional Leadership--The principal envisions short and long term school goals, communicates and develops commitment to the goals and provides for the evaluation of the goals. The principal articulates personal, professional values and maintains high expectations for self, staff and school.

Instructional Leadership--The principal understands the research on effective schooling and is committed to effective instructional programming. The principal is skilled in the observation and evaluation of teaching strategies and their relationship to student outcomes. The principal understands the curricular programs and promotes their on-going refinement.

People Development--The principal promotes the personal and professional growth of persons within the organization by encouraging the development of personal goals, complimenting when deserving and evaluating personal strengths and weaknesses. The principal identifies staff needs and provides inservice training to satisfy those needs.

Form B

Adaptive Leadership--The principal utilizes appropriate leadership styles and functions effectively in peer, subordinate and superordinate roles.

Change Agent--The principal supports a systematic process for change, personally encourages appropriate change and modifies personal style as needed to develop, implement and evaluate the change.

Decision Making--The principal utilizes a systematic decision making process which involves data collection and input from relevant parties. The principal makes decisions when appropriate and anticipates the consequences of decisions.

Information Dissemination--The principal clearly communicates information, directions, and decisions to staff.

Organizational Ability--The principal operates in an organized manner, making optimum use of resources and time.

Organizational Linkage--The principal understands the role of the school in relation to external organizations and obtains support from them for the school program.

Student Orientation--The principal is visible to students, interacting with them during the school day and at extra or co-curricular activities. The principal is sensitive to student needs, encourages leadership and promotes student responsibility.

The two 81 item instruments, Forms A and B, were mailed to a random sample of 3660 teachers across the United States. The

teachers were randomly selected, and equally distributed according to seven geographical regions and the grade levels of elementary, junior high/middle and high school. Each respondent was asked to indicate the degree to which each of the instrument items was descriptive of the skill of an effective principal. The purpose of this data collection for instrument development was to identify teachers' perceptions of effective skills, not their principals' skills.

The teachers' responses to the items were submitted to factor analysis using varimax orthogonal rotation with iteration. The number of factors for each initial factor analysis were not specified. From the initial run for each form, eigenvalues were plotted for scree tests. Based upon the scree data, additional factor rotations were made, resulting in a five factor instrument for Form A and a four factor instrument for Form B. A stringent assessment of each item was applied. An item was discarded if it did not have a factor loading of .40 or higher. Also, if an item loaded high on two or more factors, it was discarded unless the difference between the two higher loadings was .15 or greater. These criteria for loading ensured high quality of each factor and the items associated with the factor.

The above described version of the Audit of Principal Effectiveness, as developed by 1984 and used throughout 1985 and 1986, contained 110 items. Form A included five factors and 55 items, Form B included four factors and 55 items. Listed below are the Factors for each instrument form.

Form A:

Factor one: Instructional Management
Factor two: Teacher Relations
Factor three: Directional Leadership
Factor four: Affective Involvement
Factor five: Affective Congruence

Form B:

Factor one: Student Orientation
Factor two: Organizational Development
Factor three: Organizational Linkage
Factor four: Adaptive Leadership

A comparison of the factors in the instrument (Forms A and B) and the original theoretical constructs identified before data collection indicates minimal differences. The names of three of the constructs were retained as factor names in Form A. A fourth factor, Instructional Management, was originally called Instructional Leadership. A fifth factor, Teacher Relations, included items from the theoretical constructs of People Development, Affective Congruence and Affective Involvement. Form B consisted of four factors, three of which, Adaptive Leadership, Organizational Linkage, and Student Orientation, were names of original constructs. The fourth factor, Organizational Development, was a blending of items from five of the original constructs.

Though accurately descriptive of the necessary skills of effective principals, the length of 110 items necessary to encompass the total role of the principalship was too time consuming to be used as a practical feedback, self-improvement instrument by practitioners.

Further, the developers desired an instrument that did not have to be administered and analyzed as two separate forms.

DEVELOPMENT OF THE REVISED INSTRUMENT

Throughout 1985 and 1986, the 110 items of the original instrument were studied for the purpose of developing an instrument of more practical (shorter) length that would function as a reliable feedback and research instrument. As in the development of the original instrument, a national random sample of teachers (3300) distributed by geographic region and grade level were selected. The teachers were asked to indicate the degree to which each of the instrument items was descriptive of the skill of an effective principal. They were reminded not to respond to the skill of their principal but to the issue of effective principals' skills.

The teachers' responses to the 110 items were factor analyzed using varimax orthogonal rotation with iteration. The number of factors was not specified for the initial factor analysis. The eigenvalues produced from the initial factor analysis were plotted for a scree test. Based upon the scree data, additional factor rotations were made. A stringent assessment of each item was applied. An item was discarded if it did not have a factor loading of .40 or higher for one factor or if it loaded high on two or more factors, unless the difference between the two higher loadings was .15 or greater.

Initial analysis of the data did not provide statistically and

logically interpretable factors. Rather than several unique factors, the data clustered in three major areas. Therefore, the items comprising each of the three areas were grouped and factored. This solution proved to be statistically, conceptually and logically sound. The factors which evolved from the three clusters were statistically unique and clearly interpretable relative to the skill and role of principals. The three major areas were described as principal "domains" and were labeled "Organizational Development," "Organizational Environment," and "Educational Program." Listed below are each of the domains and factors, including statements describing issues associated with each factor.

DOMAIN I: ORGANIZATIONAL DEVELOPMENT

The factors and items in organizational development describe the forces associated with providing direction for the school, including garnering support for that direction within and outside the school environment.

FACTOR I-A: ORGANIZATIONAL DIRECTION

The principal promotes high expectations for all personnel. The principal envisions future goals and directions for the school, communicates to teachers the directions the school needs to take toward growth, and encourages changes that lead to a better school. The principal helps the faculty develop and reach consensus on the goals of the school.

Examples of items from this factor include:

--The principal has high professional expectations and standards for self, faculty and school.
--The principal encourages changes in the school program that lead to a better school for the students.

FACTOR I-B: ORGANIZATIONAL LINKAGE

The principal effectively promotes the school in the community. The principal operates within the policies of the district and maintains a good working relationship with other district administrators. The principal keeps the staff aware of new developments.

Examples of items from this factor include:

--The principal utilizes resources from outside the school to assist in the study, development, implementation and/or evaluation of the school.
--The principal informs staff of new developments and ideas in education.

FACTOR I-C: ORGANIZATIONAL PROCEDURES

The principal employs and evaluates staff. The principal employs appropriate change strategies. School-related problems are discussed with teachers, and teachers are involved in the decision-making process.

Examples of items from this factor include:

--The principal is able to anticipate the effects of decisions.
--The principal utilizes a systematic process for change which is known and understood by the faculty.

DOMAIN II: ORGANIZATIONAL ENVIRONMENT

The factors and items associated with Organizational Environment describe the dynamics of personal relationships within the organization. They include the interpersonal relations with members of the organization and related affective issues. The principal's skill in daily management of school operations, as those skills impact on school climate and attitude are also a part of this domain.

FACTOR II-A: TEACHER RELATIONS

The principal is perceptive of teacher needs and gives them the support they need to be effective. The principal compliments

faculty and resolves conflict situations when they arise. Through effective management, the principal promotes a feeling of confidence in the school.

Examples of items from this factor include:

--When deserving, teachers are complimented by the principal in a sincere and honest manner.
--The principal takes the time to listen to teachers.

FACTOR II-B: STUDENT RELATIONS

The principal works well with students. Students feel free to initiate communication with the principal. The principal encourages student leadership, helps develop student responsibility, and positively reinforces students. The principal is highly visible to the student body.

Examples of items from this factor include:

--The principal finds the time to interact with students.
--The principal positively reinforces students.

FACTOR II-C: INTERACTIVE PROCESSES

The principal uses effective communication skills with teachers. The principal is able to organize activities, tasks, and people. Appropriate rules and procedures are developed by the principal. The principal utilizes a process to keep students informed of school rules and policies, and the principal sets the overall tone for discipline in the school. Systematic procedures for staff appraisal are used by the principal.

Examples of items from this factor include:

--The principal keeps teachers informed about those aspects of the school program of which they should be aware.
--The principal communicates to teachers the reasons for administrative practices used in the school.

FACTOR II-D: AFFECTIVE PROCESSES

The principal implements a team approach to school management. Faculty are encouraged to be sensitive to the needs of others. Humor is used to improve the school climate. The principal helps teachers develop a sense of pride and loyalty in the school.

Examples of items from this factor include:

--The principal works with other leaders of the school in the implementation of a team approach to managing the school.
--The principal encourages faculty to be sensitive to the needs and values of other faculty in the school.

DOMAIN III: EDUCATIONAL PROGRAM

The factors and items associated with Educational Program describe the degree to which the principal is an instructional leader. The principal's skills in instructional analysis and curricular development are the major areas of assessment. This "educational" domain represents the critical aspect of administration that sets building administration apart from other administrative positions.

FACTOR III-A: INSTRUCTIONAL IMPROVEMENT

The principal actively and regularly participates in the observation and assessment of classroom instruction. The principal provides suggestions for improvement. The principal understands the learning process. The principal is committed to instructional improvement.

Examples of items from this factor include:

--The principal is knowledgeable of the varied teaching strategies teachers might appropriately utilize during instruction.
--The principal maintains an awareness and knowledge of recent research about the learning process.

FACTOR III-B: CURRICULUM IMPROVEMENT

The principal participates in instructional improvement activities. The principal promotes the development of educational goals and objectives which reflect societal needs and trends. The principal has a systematic process for program review and change.

Examples of items from this factor include:

--The principal promotes the diagnosis of individual and group learning needs of students and application of appropriate instruction to meet those needs.

--The principal uses objective data such as test scores to make changes in curriculum and staffing.

FACTOR DEFINITIONS

From the issues and items associated with each factor, a formal definition of each factor was developed. **These definitions provide the most valuable information for the researcher.** The definitions of the domains and factors are listed below.

DOMAIN: ORGANIZATIONAL DEVELOPMENT
The Domain of Organizational Development provides insight into the ability of the principal to work with personnel inside and outside the school setting to establish processes and relationships which most effectively promote positive growth and change of the organization as a whole. The specific factors for Organizational Development are defined below.

FACTOR: ORGANIZATIONAL DIRECTION
The principal provides direction for the school through work with faculty to develop goals, establish expectations and promote appropriate change.

FACTOR: ORGANIZATIONAL LINKAGE
The principal promotes positive working relationships between the school, the community the school serves and other educators and agencies which work with the school.

FACTOR: ORGANIZATIONAL PROCEDURES
The principal utilizes effective procedures for problem-solving, decision-making and change.

DOMAIN: ORGANIZATIONAL ENVIRONMENT
The Domain of Organizational Environment provides insight into the ability of the principal to nurture the on-going climate of the school through development of positive interpersonal relationships among members of the organization and effective day-by-day operational procedures for the school. The specific factors for Organizational Environment are defined below.

FACTOR: TEACHER RELATIONS
The principal develops effective working relationships with staff through appropriate communication skills, sensitivity to needs, appropriate support and reinforcement.

FACTOR: STUDENT RELATIONS
The principal develops effective working relationships with students through appropriate communication skills, encouragement, support and high visibility.

FACTOR: INTERACTIVE PROCESSES
The principal organizes tasks and personnel for the effective day-by-day management of the school, including providing appropriate information to staff and students, developing appropriate rules and procedures and setting the overall tone for discipline in the school.

FACTOR: AFFECTIVE PROCESSES
The principal encourages the expression of feelings, opinions, pride and loyalty through team management, sensitivity, humor and personal example.

DOMAIN: EDUCATIONAL PROGRAM
The Domain of Educational Program provides insight into the ability of the principal to serve as the educational leader of the school through active involvement in instructional leadership and curriculum development. The specific factors for Educational Program are defined below.

FACTOR: INSTRUCTIONAL IMPROVEMENT
The principal impacts positively upon instructional skills through effective clinical supervison, knowledge of effective schooling and commitment to quality instruction.

FACTOR: CURRICULUM IMPROVEMENT
The principal promotes an articulated, outcome-based curriculum through diagnosis of student needs and systematic program review and change.

SUMMARY

Unquestionably, the principal is a key ingredient in the overall effectiveness of a school. As scholars continue to research principal effectiveness, new data will increase the ever expanding body of knowledge about the behaviors of "more effective" and "less effective" building leaders. The developers of the instrument hope the Audit of Principal Effectiveness can, in some small manner, serve as a useful

tool so future researchers can make a meaningful contribution to the understanding of building leadership.

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AUDIT OF PRINCIPAL EFFECTIVENESS

TEACHER FORM 1-88

DIRECTIONS

There are 80 statements in this instrument. The statements describe specific principalship skills. Because teachers work more closely with principals than any other professional group, teachers' perceptions are particularly important. Please take a few minutes to read each statement and mark the answer sheet accordingly. Please respond to each specific skill rather than generalizing about overall administrative ability. DO NOT record your name. All responses will be reported as group, not individual, data. Please be honest and candid in your responses.

For each item, mark the number on the answer sheet which corresponds to HOW EFFECTIVELY YOU PERCEIVE YOUR PRINCIPAL PERFORMS EACH OF THE SKILLS. Please use the following nine-point scale as the measure of effectiveness.

1---------2----------3----------4----------5----------6----------7----------8----------9
(Not Effective) (Moderately Effective) (Very Effective)

1. The principal assists the faculty in developing an understanding of, and support for, the beliefs and attitudes which form the basis of the educational value system of the school.

2. The principal provides for the identification of, and the reaching of consensus on, the educational goals of the school.

3. The principal has high, professional expectations and standards for self, faculty and school.

4. The principal helps the faculty develop high, professional expectations and standards for themselves and the school.

5. The principal envisions future goals and directions for the school.

6. The principal encourages changes in school programs that lead to a better school for the students.

7. The principal communicates to teachers the directions the school's programs need to take for growth.

8. The principal develops plans for the cooperation and involvement of the community, individuals and agencies with the school.

9. The principal utilizes resources from outside the school to assist in the study, development implementation and/or evaluation of the school.

10. The principal provides for the gathering of information and feedback from individuals and agencies in the community.

11. The principal provides for the dissemination of information to individuals and agencies in the community.

12. The principal is supportive of, and operates within, the policies of the district.

13. The principal maintains good rapport and a good working relationship with other administrators of the district.

14. The principal invests time with the district office and other external agencies to obtain support and resources from the agencies.

15. The principal strives to achieve autonomy for the school.

16. The principal develops and implements school practices and policies which synthesize educational mandates, requirements and theories, e.g. legal requirements, social expectations, theoretical premises.

17. The principal understands and analyzes the political aspects of education and effectively interacts with various communities, e.g. local, state, national and/or various subcultures within the local community.

18. The principal informs the staff of new developments and ideas in education.

19. During the identification of needed change, the principal's style is more supportive and participative than directive and authoritative.

20. During evaluation of change, the principal's style is more supportive and participative than directive and authoritative.

21. The principal anticipates the effects of decisions.

22. The principal fairly and effectively evaluates school personnel.

23. The principal employs new staff who enhance the overall effectiveness of the school and complement the existing staff.

24. Through discussion with teachers about concerns and problems that affect the school, the principal involves teachers in the decision-making process.

25. The principal discusses school-related problems with teachers, seeking their opinions and feelings about the problem.

26. The principal utilizes a systematic process for change which is known and understood by the faculty.

27. The principal has the patience to wait to resolve a problem if the best solution to that problem is not yet readily apparent.

28. The principal is willing to admit to making an incorrect decision and corrects the decision if feasible.

29. The principal is perceptive of teacher needs.

30. The principal gives teachers the support they need to be effective.

31. The principal diagnoses the causes of conflict and successfully mediates or arbitrates conflict situations.

32. Teachers feel at ease in the presence of the principal.

33. When deserving, teachers are complimented by the principal in a sincere and honest manner.

34. The principal is receptive to suggestions.

35. The principal is accessible when needed.

36. The principal takes the time to listen to teachers.

37. Teachers feel free to share ideas and concerns about school with the principal.

38. When teachers discuss a problem with the principal, the principal demonstrates an understanding and appreciation of how teachers feel about the problem.

39. When talking to the principal, teachers have the feeling the principal is sincerely interested in what they are saying.

40. Through effective management of the day-by-day operation of the school, the principal promotes, among staff, parents and community, a feeling of confidence in the school.

41. The principal finds the time to interact with students.

42. Students feel free to initiate communication with the principal.

43. Students in the school view the principal as a leader of school spirit.

44. The principal encourages student leadership.

45. The principal helps develop student responsibility.

46. The principal is highly visible to the student body.

47. The principal positively reinforces students.

48. The principal enjoys working with students.

49. The principal keeps teachers informed about those aspects of the school program of which they should be aware.

50. When the principal provides teachers with the information about school operations, the information is clear and easily understood.

51. When teachers are informed of administrative decisions, they are aware of what the principal expects of them as it relates to the decision.

52. The principal is able to organize activities, tasks and people.

53. The principal develops appropriate rules and procedures.

54. The principal uses systematic procedures for staff appraisal, e.g. retention, dismissal, promotion procedures.

55. The principal establishes the overall tone for discipline in the school.

56. The principal establishes a process by which students are made aware of school rules and policies.

57. The principal communicates to teachers the reasons for administrative practices used in he school.

58. The principal works with other leaders of the school in the implementation of a team approach to managing the school.

59. The principal encourages faculty to be sensitive to the needs and values of other faculty in the school.

60. The principal helps teachers clarify or explain their thoughts by discussing those thoughts with them.

61. During meetings, the principal involves persons in the discussion who might otherwise not participate.

62. The principal shares personal feelings and opinions about school issues with teachers.

63. Humor used by the principal helps to improve the school environment by creating a more congenial working climate.

64. Personal thoughts shared by the principal about school help teachers develop a sense of pride and loyalty as members of the school.

65. The principal is knowledgeable of the general goals and objectives of the curricular areas.

66. The principal is knowledgeable of the varied teaching strategies teachers might appropriately utilize during instruction.

67. The principal possesses instructional observation skills which provide the basis for accurate assessment of the teaching process in the classroom.

68. The principal actively and regularly participates in the observation and assessment of classroom instruction, including teaching strategies and student learning.

69. The principal has effective techniques for helping ineffective teachers.

70. The principal maintains an awareness and knowledge of recent research about the learning process.

71. When criticizing poor practices, the principal provides suggestions for improvement.

72. The principal is committed to instructional improvement.

73. The principal promotes the development of educational goals and objectives which reflect societal needs and trends.

74. The principal promotes the diagnosis of individual and group learning needs of students and application of appropriate instruction to meet those needs.

75. The principal administers a school-wide curricular program based upon identification of content goals and objectives and the monitoring of student achievement toward those goals and objectives.

76. The principal participates in instructional improvement activities such as program and curriculum planning and monitoring of student learning outcomes.

77. The principal uses objective data such as test scores to make changes in curriculum and staffing.

78. The principal has a systematic process for program review and change.

79. The principal encourages articulation of the curricular program.

80. Using the nine-point scale, give your rating for your principal's overall effectiveness.

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AUDIT OF PRINCIPAL EFFECTIVENESS

TEACHER FORM 1-88 **ANSWER SHEET**

Please record your responses for the Audit of Principal Effectiveness on this sheet. For each item, circle the number from the following scale which corresponds to HOW EFFECTIVELY YOU PERCEIVE YOUR PRINCIPAL PERFORMS THAT TASK OR SKILL. Please be honest and candid in your responses.

1---------2---------3---------4---------5---------6---------7---------8---------9
(Not Effective) (Moderately Effective) (Very effective)

1.	123456789	31.	123456789	61.	123456789
2.	123456789	32.	123456789	62.	123456789
3.	123456789	33.	123456789	63.	123456789
4.	123456789	34.	123456789	64.	123456789
5.	123456789	35.	123456789	65.	123456789
6.	123456789	36.	123456789	66.	123456789
7.	123456789	37.	123456789	67.	123456789
8.	123456789	38.	123456789	68.	123456789
9.	123456789	39.	123456789	69.	123456789
10.	123456789	40.	123456789	70.	123456789
11.	123456789	41.	123456789	71.	123456789
12.	123456789	42.	123456789	72.	123456789
13.	123456789	43.	123456789	73.	123456789
14.	123456789	44.	123456789	74.	123456789
15.	123456789	45.	123456789	75.	123456789
16.	123456789	46.	123456789	76.	123456789
17.	123456789	47.	123456789	77.	123456789
18.	123456789	48.	123456789	78.	123456789
19.	123456789	49.	123456789	79.	123456789
20.	123456789	50.	123456789	80.	123456789
21.	123456789	51.	123456789		
22.	123456789	52.	123456789		
23.	123456789	53.	123456789		
24.	123456789	54.	123456789		
25.	123456789	55.	123456789		
26.	123456789	56.	123456789		
27.	123456789	57.	123456789		
28.	123456789	58.	123456789		
29.	123456789	59.	123456789		
30.	123456789	60.	123456789		

(Please mark the brief demographic questions on the reverse side before returning this answer sheet. Thank you for your time and assistance.)

DEMOGRAPHIC QUESTIONS

The following demographic questions are provided so better insight can be obtained regarding the perceptions of various groups of teachers. These questions are not presented as a means of identifying individual teachers. Please complete these items before returning the answer sheet. Thank you for your time and assistance.

Please circle the appropriate response.

1. What is your highest academic degree?	Bachelors	Masters	Masters Plus	Doctorate
2. How many years have you been a teacher?	0-2	3-5	6-12	13+
3. How many years have you taught at this level (elem., middle/jr. high, sr. high)?	0-2	3-5	6-12	13+
4. How many years have you worked as a teacher with this administrator?	0-2	3-5	6-12	13+
5. Do you have any administrative responsibilities in the school (team leader, dept. head, etc.)?	Yes	No		
6. Were you hired by the administrator you are assessing?	Yes	No		
7. Please identify your sex.	F	M		

Feel free to provide below any constructive comments that you believe might be appropriate as the principal assesses his/her administrative skill.

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JERRY W. VALENTINE AND MICHAEL L. BOWMAN